DOCUMENT RESUME

ED 208 256 SP 016 190

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TITLE Issues, Problems and Strategies Related to Administration, Funding, Faculty Recruitment and Staff Development in Black Teacher Education Program.
PUB DATE Jun 80
NOTE 26p.: Paper presented at the National Invitational Conference on Problems, Issues, Plans and Strategies Related to the Preparation and Survival of Black Public School Teachers (Norfolk, VA, June 26-27, 1980).

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Administrator Responsibility; Admission Criteria; *Black Colleges; *Black Teachers; Educational Resources; *Faculty Recruitment; *Financial Support; Higher Education; Policy Formation; School Holding Power; Staff Development; Teacher Education; *Teacher Educators; Teacher Persistence

ABSTRACT

Crucial issues in teacher education facing black colleges were addressed in a conference on the preparation for, entry into, and retention or persistence in the teaching profession by blacks. Four specific topics were explored in this paper: (1) the administration of teacher education, where control rests, how standards are set, and strategies that can be effective in solving problems; (2) the funding of teacher education programs, the difficulties faced by historically black colleges, and suggestions for the promotion of funding support; (3) strategies for dealing with the problem of recruiting and retaining talented educators for black colleges of education; and (4) faculty development, new ideas and issues for making major alterations in the educational experiences offered in higher education. (JD)

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ISSUES, PROBLEMS AND STRATEGIES RELATED TO ADMINISTRATION, FUNDING, FACULTY RECRUITMENT AND STAFF DEVELOPMENT IN BLACK TEACHER EDUCATION PROGRAM

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For presentation and dialogue at the National Invitational Conference on Problems, Issues, Plans and Strategies Related to the Preparation and Survival of Black Public School Teachers at Norfolk State University, Norfolk, Virginia, June 26-27, 1980.

AN EMINENT SCHOLARS PROGRAM

SP 016 190

ADMINISTRATION/FUNDING/FACULTY RECRUITMENT AND STAFF DEVELOPMENT IN TEACHER EDUCATION PROBLEMS, ISSUES AND STRATEGIES RELATED TO THE PREPARATION AND SURVIVAL OF BLACK PUBLIC SCHOOL TEACHERS

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(Prepared as a working document for the Invitational Conference on Problems, Issues, Plans and Strategies Related to the Preparation and Survival of Black Public School Teachers. Norfolk State University, Norfolk, Virginia, June 26-27, 1980).

Support of the Conference - A Rationale

Noble gestures often fall short of their goals. The late President Lyndon B. Johnson's Great Society program was to raise the disadvantaged youths from poverty by improving their employment opportunities. The unemployment rate for this target population, ages 16-19 years, was 23% in 1965. In 1979, the unemployment rate for the same age group was 42%. One journalist provided this information under the caption: Going Backwards. The Supreme Court Decision of May 12, 1954 was hailed as a landmark decision from which great expectations by minorities emanated. Somehow the day-dreams of the future in education which were held a quarter of a century ago, have become nightmares of the past. Busing, violence in schools, declining academic standards, teacher/administrator incompetencies and parental disaffection are pointed up as evidences of the declining impact of education.

It would be difficult to convince some in America that the myriad of circumstances in education has made it necessary for a group of educators to begin the Eighties in dialogue relative to the survival of black teachers in the public schools of this nation. Many in this country would contend that there is an oversupply of black teachers and that those of us assembled here are victims of over-exaggeration and self induced ignorance. Those who have taken this conference theme seriously would be declared suffering from an "Educational fix" and are living with cliches which they are helping to make true.

It is true that the number of black college students in the United States passed the one million mark in 1976, representing an increase of more than 100% since 1970. (Williams, James, 1980). A realistic analysis of this population reveals that 24.4% of those students who receive financial aid drop out of college according to 1974 statistics and 46.2% of those who receive no aid drop out. In 1976, 2.1% of the black students in college were enrolled in agriculture and natural resources; 4.5% were in architecture and environmental design, 5% in engineering, 2% in veterinary medicine; and 4.3% in physical sciences, 4% in dentistry, 5.9% in medicine and 4.5% in law. One-third of all black males who enter college now choose the field of business. This leaves approximately 40% of the black college population to be distributed among the fields of allied health professions, communication, the creative and performing arts, industrial technology, religion, education and numerous others. In the midst of such increased options, less than 15% of the black college population is likely to choose education as a

major and teaching as a vocation. As many as 20% of those who choose teaching as a vocation will never teach.

The teaching profession is competing with other professions for the same students. These are the students who are qualified academically, motivationally and through personal qualities. The cry of the black minority today is not "with all deliberate speed" but with "majestic instancy". The most promising teacher candidates are needed if the individual and societal changes desired are to be effected.

The make up of the teaching profession has not diversified substantially during the Seventies. In 1977, 89% of the teachers in the United States were white. (The State of Teacher Education, 1977). Seventeen percent of the student population was minority. Thus, based upon available information, students currently enrolled in teacher education programs do not reflect the diversified sexual, racial, social, language, demographic, or physical characteristics necessary for educational equity and the diversity does not appear to be increasing. (Baptiste, H., Baptiste, M. and Gollnick, 1980).

It is hoped that the foregoing information contributes greatly to one's receptivity of a conference aimed toward the preparation for, entry into, and retention or persistency in the teaching profession by blacks. Dubois contended that America yielded black people no true self consciousness. It kept them constantly looking at themselves through the eyes of others and measuring one's soul by the tape of a world that looked on in amused contempt or self pity. This conference is an attempt to have a group of the affected people look upon crucial issues in teacher education.

Focus and Organization of this Presentation

This presentation deals with four specific topics in teacher education: The Administration of Teacher Education, Funding, Faculty Recruitment for Teacher Education and Staff Development. An attempt will be made to note significant issues, problems, and strategies in each of the respective assigned areas and to relate these to the theme of the conference. Attention will be directed toward minimizing the potential for misuse of some established practices and the misuse of some practices which are emerging such as the teacher-testing movement. (Foote, Timothy, 1980). The potential for misues in each of the foregoing is subtle and can be devastating. There has been an abiding faith in the power of education to improve the plight of minorities. Education has been referred to by some blacks as their fairy Godmother and they have been saints in the educational sect. The treatment of the assigned topics is intended to prevent saintliness and faith in education from turning into insanity and mass hysteria.

For you have got to keep running. You can't stand still, for if the mosquitoes don't get you the alligators will. You have got to keep moving.... are the words from a simple verse created by the residents of the Florida marshlands and set to music by their counterparts in Louisiana. It clearly reflects the plight of black teacher-educators as they enter the Eighties. It will be significant if we can drain the educational swamps and exterminate dangerous mosquitoes and return the perceived alligators to their rightful habitat.

I. Administration of Teacher Education - Where does the control of teacher education rest? Who directs or manages teacher education

across the nation? There are approximately 2.2 million teachers in the profession. Approximately 300,000 are credentialed each year. Less than 50% of these enter the teaching profession. 146,000 attempted to enter in 1978-79. The demand was for 118,650, which left an excess of 28,000. If finances had been available all of these could have been used. The emphasis of this topic however is teacher education.

Charters (1976) and colleagues challenged in 1953 the prevailing views regarding the control of education and predicted increased professionalization and bureaucratization of education. It is true that professional educators have gained an upper hand in policy making and governance of education while enjoying substantial insulation from public opinion and accountability. Professional educators must spend much of their time struggling with interest groups and forces which threaten to neutralize their would be effective leadership. Administration of teacher education takes place in environments engulfed in pressure-packed sets of constraints. Those who are in the position of administrator of teacher education constantly face conflictual situations and are forced to seek support and build coalitions in order to obtain the acceptance of even a part of his/her preferred educational program. (Boyd, 1976).

Administration of teacher education is influenced by the Department of Education of the United States Government, formerly the United States Office of Education, the American Association of Colleges for Teacher Education, National Council for the Accreditation of Teacher Education, American Federation of Teachers, National Education Association, regional accrediting bodies, state legislatures and

their authorized counterparts, state boards of education, Boards of Regents/Directors, state coordinating boards of higher education, teacher centers, state and local professional groups which are affiliated with national groups such as local NEA chapters and schools, colleges and/or departments of education in colleges and universities. Lesley H. Browder, Jr. (1978) appropriately refers to this conglomerate as the larger environment of which higher education is a part. He feels that higher education is more likely to be the tail that is wagged than the other way around.

Watson (1977) described what was happening a few years past by stating that American "education" has had to adjust to a new context of policy making and governance, balancing all of the new participants and priorities while it tried to create effective responses to major societal problems whose roots lay within and outside the immediate sphere of education. A similar condition prevails in teacher education.

The power of both state and local entities to control education has been ultimately challenged. It appears that a teacher education consotrium or similar arrangement as exist in the State of New York warrants considerations and study. The Teacher Education Conference Board of New York State is made up of representatives from the American Association of Colleges for Teacher Education of New York State, New York State Association of Teacher Educators, Council of University Deans, New York State of United Teachers, New York State Council of American Federation of School Administrators local (T.E. Newsletter, 1980).

The new Commission on Teacher Standards in the State of Texas, which reports to the State Board of Education, that derives its power from the State Legislature, mirrors what has happened in the states of Pennsylvania, California and Oregon. This represents a bowing to the influence of professional organizations in the field. Increasingly state legislatures are responding to the pressure for accountability in education which results in enacting measures that specify criteria for the awarding of teaching certificates in far more specific terms than has here to fore been characteristic.

The issues, problems and strategies in the administration of teacher education are set forth below:

A. Issues

1. Providing for the preparation and licensing of teachers who can produce educational effectiveness consistently with the passing years and to produce such persons in sufficient numbers and with such academic diversity so as to adequately staff the schools of the nation.
2. Examine the emerging administrative practices of responding to the demands of professional accountability in education and to determine their impact upon the future of black teachers in public school education.
3. Do Schools/Departments of Education have sufficient autonomy in the administration of teacher education programs?

B. Problems

1. Sacrificing the unmeasurable for the measurable traits of quality in the establishment of entry criteria.

2. Utilization of selective criteria for teachers in the absence of research data which relate criteria to teacher performance.
3. Educational institutions which host teacher education have historically made changes to substantially improve the preparation of teachers only when there has been intervention/pressure from the outside. (Howsam, 1976).
4. Representation of minority groups at the policy making levels in education so as to insure proper input for decision making.
5. Utilize admission and retention standards and professional discipline so as to command respect of and acceptance by other professional groups of the nation.
6. Remove as much subjectivity as possible from the administrative processes of teacher education so as not to exclude therefrom individuals who are victims of biases and prejudice of individuals or groups.
7. To construct an administrative model which addresses itself to the myriad of real problems which beset education.
8. To formulate administrative means of coping with the myths, anxiety and frustration of present and future teachers incidental to proposed teacher standards for the nation.

C. Strategies

1. Engage in professional activities at the local, state and national levels so as to be visible and available for appointments to committees, boards, and commissions which

must engage in formation of policies pertaining to the administration of teacher education.

2. Endorse objective standards for teacher education and capitalize upon the black intelligent in preparing to master these emerging standards but attack with persistency those standards which reek with subjectivity and bear no identifiable relationship to performance.
3. Establish the professional teacher education black network to make visible, practices which promote survival of black teachers.
4. Research activities encouraged and partially supported by the National Urban League, the National Association for the Advancement of Colored People and the United Negro College Fund and public colleges to identify practices and policies which mitigate against the survival of black teachers.

II. Funding

A. Private philanthropy and public revenues are needed if equality programs are to be available in teacher education for low income students who cannot meet the high tuition cost of private colleges. Issues, problems and strategies are:

1. To share equitably in the resources made available to higher education such that dynamic programs of teacher education can be evident in the nation.
2. To be actively involved in local, state and national affairs such that the support for higher education is adequate and

the budgets in which teacher education must share are adequate.

3. To give budgetary attention to the financial support to those institutions which historically have prepared black teachers for urban schools and that cost factors be appropriately assessed.

4. To sensitize foundations, businesses, industries and philanthropists to the commitment of the predominantly black colleges to teacher education and to note that financial contributions to same are to be regarded as deserving and lauditory.

B. Problems

1. Deficit financing through the years of those colleges with which conferees are particularly concerned have brought about cumulative deficits which mitigate against their appeal to funding sources.

2. The political leverage for obtaining the resources needed by black colleges and universities are limited to nil, even though dealing with their special problems cost more. Problems such as trying to combine equal access with high quality scholarship, providing the full spectrum of service from remedial work on learning skills to distinguished research for the doctorate degree, providing enrichment to the lives and uplift to their employment prospects and assisting in achieving positive results in the quality of life although not the ultimate solution.

3. The siphoning off of various funds which become available by those who claim to have commitment to and solutions for the problems to be dealth with.
4. A lack of recognition that each institution is unique in character and role. This has sometimes led to the unfortunate conclusion that cheaper is better, a misconception that constitutes a serious threat to diversity in higher education. In spite of the desirability, all experiences to date indicate that a one-to-one cost comparison between institutions, even if they have similar missions, is very difficult if not meaningless. One state supported institution received 21.5 million federal dollars in one year.
5. The soaring cost of education and the shrinking dollar value. Field based mandated programs of teacher education are added cost factors as are off campus based programs and declining teacher::student ratios.
6. Alternative roots to recertification may reduce the number of graduate students in education creating a loss of revenue based upon the appropriation formulas operative in the various states.
7. The Rand Review of education research concludes that there is really no knowledge of what changes in school resources, processes, structure and funding affect educational outcomes. (Galambos 1980)

C. Strategies for the promotion of funding which are suggested by issues and problems above:

1. Engage in budgetary forecasting to go along with program and personnel planning. Such a forecast will take into account assumptions regarding sources of income, changes in tuition, faculty salaries, cost of services and related matters (Knowles, 1970).
2. Encourage graduates of our institutions who are employed in the businesses and industries of the nation to remain therein and strive for mobility such that they may, in the future, be a part of the policy making of their respective entities and permit an equitable sharing in corporate support of higher education.
3. Develop collaborative strategies for securing political support in quest for state and federal funding. Engage the diverse personalities who can assist in reflecting the true worth of educational programs which serve in the preparation of black urban teachers.
4. Design and implement programs of self help which include sponsorship of scholars by churches, clubs, businesses and personalities, endowed chairs, fund raising events by celebrated personalities, wills and bequeaths, alumni pledges, faculty contributions and friends of various university areas - libraries, learning resource centers, athletics, etc.
5. Contractual arrangements with school districts, governmental agencies and private industries to provide sources of income in exchange for professional services.

6. Assistance through professional organizations as is now being provided by the National Alliance of Black School Educators under a grant from the Bureau of the Handicapped.
7. Develop a cadre of proposal writers who can address themselves to the priorities in education as identified by the federal government and other funding sources.
8. Press for evidence of commitment to the goals of a program as a part of criteria for making the award. (It is interesting to note that the Danforth Foundation has awarded $150,000 to each of ten major universities to provide fellowships for minority graduate students who want to become college teachers. The grants were awarded to Brown University, University of Chicago, Columbia University, Howard University, Stanford University, University of Texas at Austin, University of California at Los Angeles, Vanderbilt University, University of Washington, and Yale University. The foundation said the grants will be renewable subject to successful recruitment of minority students.)
9. Relate schools, colleges and departments of education to the total development of the nation. Depict graphically the value of teacher training as it relates to businesses, industries and other professions.
10. Produce educational literature and training materials which have marketable value.

III. Recruitment for Teacher Education - Beset by inflation, school bureaucracy, and loss of community support - and simply lacking a feeling of quality experience for all the hard effort expended - teachers are turning to other things to save their dignity and family security (Ira Jay Winn, 1980). With this dim view which is echoed many times in professional literature how can we effectively recruit teacher trainers?

A. Issues in the Recruitment of Teacher/Trainers

1. What background of training and experiences is desired of teacher trainers and what personal qualities are deemed essential?
2. When would persons be chosen in the pre-service programs? During in-service programs or as all other university faculty members are recruited and selected?
3. Professional teacher trainers must continue their development over a lifetime career.
4. Teacher trainers cannot be mass produced. The principle of individual differences applies and each must be custom developed.
5. Trainers of teachers for urban minority settings must be fully knowledgeable of the dynamics of inner city life, including school-community collaboration, well conceived competency standards and of excellent theoretical pinning.
6. Those who are excellent teachers of particular disciplines do not necessarily make good teacher trainers.

B. Problems

1. Obtaining the funds for effective programs of teacher/training and recruitment.

2. The prevalence of "the burn-out syndrome" and what to do with teacher trainers once this phenomena occurs.
3. The huge shift of students away from the liberal arts and humanities to the areas of business and vocationally oriented subjects open doors of the teaching profession to the economically deprived who increasingly do not measure up to the traditionally oriented admission standards. These will represent faculty talents from which teacher trainers must eventually be drawn.
4. The multitude of forces which threaten the very existence of the stalwart production plant of black intelligentia - the historically black college. Anglo scholars appear to attribute the problem of historically black colleges to an inherent ipso fact inferiority. Black scholars tend to focus on problems confronting these institutions as being external. There is a high probability that the two positions are not isolated and non-related . . . There are certainly variables on the black campuses which when compared to white campuses, strongly suggest that black schools are inferior to white schools. An irrefutable example is the issue of endowments. It is also possible that most black schools do not have physical plants or the backing of white legislators to support them to the same degree and extent as their white counterparts. Thus, viewed from this vantage point, it becomes clear that black schools are therefore inferior in this regard. However, this indeed must not detract from the ability of these schools to produce par excellence with these negative documented realities not withstanding. (Roosevelt Johnson, 1980).

Johnson identifies five variables/barriers which are operating against the growth and development of the historical black college. They are: (1) Legislation (2) Public/National policy (3) Lack of adequate finances from government (4) Lack of adequate financial and psychological support from the alumni; and (5) Lack of conviction by the population on which these schools depend.

5. Fierce competition from prestigious colleges and universities for qualified minority educators at salary levels which do not exist in the historical black college.

6. Most of the students in the public black colleges are not of the frame of mine of serious learners. The learning activities appear to be secondary to the designers' fashioned clothes, the bid whist games, and the cheating which abounds. There is not respect for the professor who attempt to work them hard, but fair. This professor is frequently confronted with barriers posed by his lethargic colleagues or the students who want to "get by". . . . Therefore, the lack of support is further complexed by three sub-populations waging a tireless battle among themselves at the expense of the demise of the schools and the mi -education of the students. (Johnson, 1980)

7. Teachers attempting to train teachers though they have never faced the challenge of promoting learning by students at levels for which they would prepare others.

C. Strategies for Recruitment of Facilities to Promote the Survival of Black Teachers.

1. Raise the issue of faculty recruitment to the national conscience level through such efforts as we are currently engaged in buttressed by public service announcements and other appeals using the media.

2. Form ad hoc committees in institutions and professional education organizations to confront recruitment problems identified herein and elsewhere.
3. Adopt the model of recruitment which was employed by the Trainers of Teacher Training Projects during the early seventies. Colleges identified promising teacher trainers who were employed in local public elementary and secondary schools and sought training opportunities for them in terminal degree granting institutions. Once training was completed employment opportunities were offered by the sponsoring institutions.
4. Monitor the Teacher Corps Model of combining pre-service and in-service education so that students in pre-service training, beginning teachers, experienced school teachers, college teachers, parents and community personalities, researchers and developers collaborate in the making of a better learning environment. (Robert Bush, 1977) From this team should emerge some skilled and dedicated persons who will aspire to the level of trainers of teachers.
5. Identify the career ladders that should rightfully lead to Trainer of Teachers (TT) and Trainer of Teacher Trainers (TTT) and the competencies which should be developed at each rung.
6. Identify the special competencies which are required of teachers in urban black schools and provide for the demonstrated acquisition of these (Suggested Competencies: assessment of potentialities through non-traditional

means, positive regard, adeptness in the use of peer teaching, skill in motivation of the apathetic learner, high tolerance level for frustration - the quality of absorbing hostility, skill in the art of inclusion, persistency in demanding reasonable levels of performance, conflict resolution and means of self renewal).

7. Found a National Center for the Teaching of Urban Black Students manned by competent teams of classroom teachers, researchers, material specialists, disseminators, advocates and administrators who will grapple with problems with which many are hacking at the branches but few are digging at the roots.

IV. Staff Development - In order to respond to the many critics of education, alternatives must be found. As new ideas emerge they must be made known to faculties and administrators who are charged with making major alterations in the educational experiences offered in higher education.

A. Issues

1. Is staff development a fad which will not move beyond its initial momentum?
2. Will staff development keep faculty vitality alive through opportunities to contribute significantly to program development in the institution?
3. Can Schools of Education take the lead in these institutional activities in view of their daily concerns for personal growth or will their lack of credibility mitigate against them?

4. Can staff development programs in the historically black colleges keep sufficiently abreast and active to arrest the many charges levied against them?

B. Problems related to staff development

1. Staff development activities must be funded from the already over burdened budgets.
2. Programs must serve institutional and personal needs.
3. Scheduling of activities must be done for a group of professionals who declare that they are already over programmed.
4. Continous evaluation is necessary for the success of the program.
5. The creation of a staff development unit can be an end in itself.
6. There must be incentives for faculty development.
7. Staff development activities usually leave students out and they could grow as well as serve as a catalyst for faculty members.

C. Strategies for Successful Staff Development - Eleven procedures/ strategies were used between 1927 - 1948 (Newman, 1980). They were:

1. Supervise teaching
2. Provide time for research
3. Use outside consultants, lecturers, experts
4. Use student evaluation of instruction
5. Sponsor cooperative faculty groups interested in instruction
6. Schedule faculty meetings to clarify purposes and heighten morale

7. Plan intervisitation of classes
8. Encourage further study
9. Have departmental meetings to define course purposes and presentations
10. Facilitate participation in learned societies
11. Reward good teaching through promotional and salary policy

Twenty-five years later the most frequently used practices fell in five categories.

1. Institution-wide policies and practices. Used by well over half the institutions were:
   a. travel funds for conferences
   b. periodic review of faculty
   c. unpaid leaves for development
   d. circulation of material related to teaching improvement
   e. sabbatical leaves
   f. temporary load reductions for further work
   g. there is a campus committee on faculty development
2. Analysis or Assessment Practices. Student ratings were in wide use. In use to some extent on many campuses were analysis of in-class videotapes, and growth contracts (individual development plans).
3. Workshops, Seminars and Similar Presentations. Most used were topics of specific instructional techniques and new knowledge in a field.
4. Media, Technology, and Course-Development Practices. Audio-visual specialists were in frequent use.

5. Miscellaneous Practices. Widely used were grants to develop different approaches to teaching. Taking courses offered by colleagues was also a wide-spread practice.

A similar categorization of faculty development has been elaborated by Bergquist (1978) and Phillips (1972).

1. Instructional Development. The authors suggest that faculty development begin with this primary function. This approach may proceed through evaluation (student; self; peer; portfolio), instructional diagnosis, training in instructional methods, and course and curricular design.
2. Organizational Development, which proceeds through training in decision-making and conflict-management, team building, and management training.
3. Personal Development, in which faculty members re-examine their goals and improve interpersonal skills, creativity, and risk-taking. In this domain activities include discussions about teaching, life planning, professional growth contracts, interpersonal skills training, personal growth workshops, and counseling.

Other ideas include:

1. Monographs
2. Occasional papers dealing with critical issues
3. Mini courses compacted into weekends taught by local education agency personnel and schools, department, college of education personnel who have developed through their work experience knowledge and skills valuable enough to be shared with others.

4. Colleges and universities serve as contractors for L.E.A. staff development providing over all direction, management coordination and fiscal management. A collaborative model involving college and university faculties, administrators, teachers, administrators and professional organizations.

A time of crisis is also a time of opportunity. Perhaps this paper will generate some ideas to keep us from going backward in the education of urban blacks through the survival of black teachers who have made us regard education as our fairy godmother.

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